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ABSTRACT

The arts convey knowledge and meaning not learned through the study of other subjects. Study of the arts employs a form of thinking and a way of understanding based on human judgment, invention, and imagination. This publication represents a strong consensus on the skills, knowledge, and abilities in dance, music, theater, and visual arts that all students should be able to master at each grade levels, pre-kindergarten through grade twelve, in California public schools. The standards were built on the components of arts education contained in the "Visual and Performing Arts Framework for California," which was adopted in 1996. The strands and standards in this publication describe the content that students need to master by the end of each grade level or cluster of grades (grades 9 through 12 at the proficient and advanced levels). For each arts discipline the content standards are grouped under five visual and performing arts strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. At each grade level, pre-kindergarten through grade eight, content standards are specified for each strand. For students in grades 9 through 12, the proficient level of achievement can be attained at the end of one year of high school study within an arts discipline after the student has attained the achievement level required of all students in grade eight. The publication is organized according to the four arts disciplines: dance, music, theater, and visual arts. A glossary of key terms is provided at the end of the standards for each of the arts. (BT)

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ED 462 341

Visual and Performing Arts Content Standards for California Public Schools: Prekindergarten through Grade Twelve--Dance, Music, Theatre, Visual Arts.

O'Malley, Ed, Ed.

California State Dept. of Education,
Sacramento.

SO 033 571

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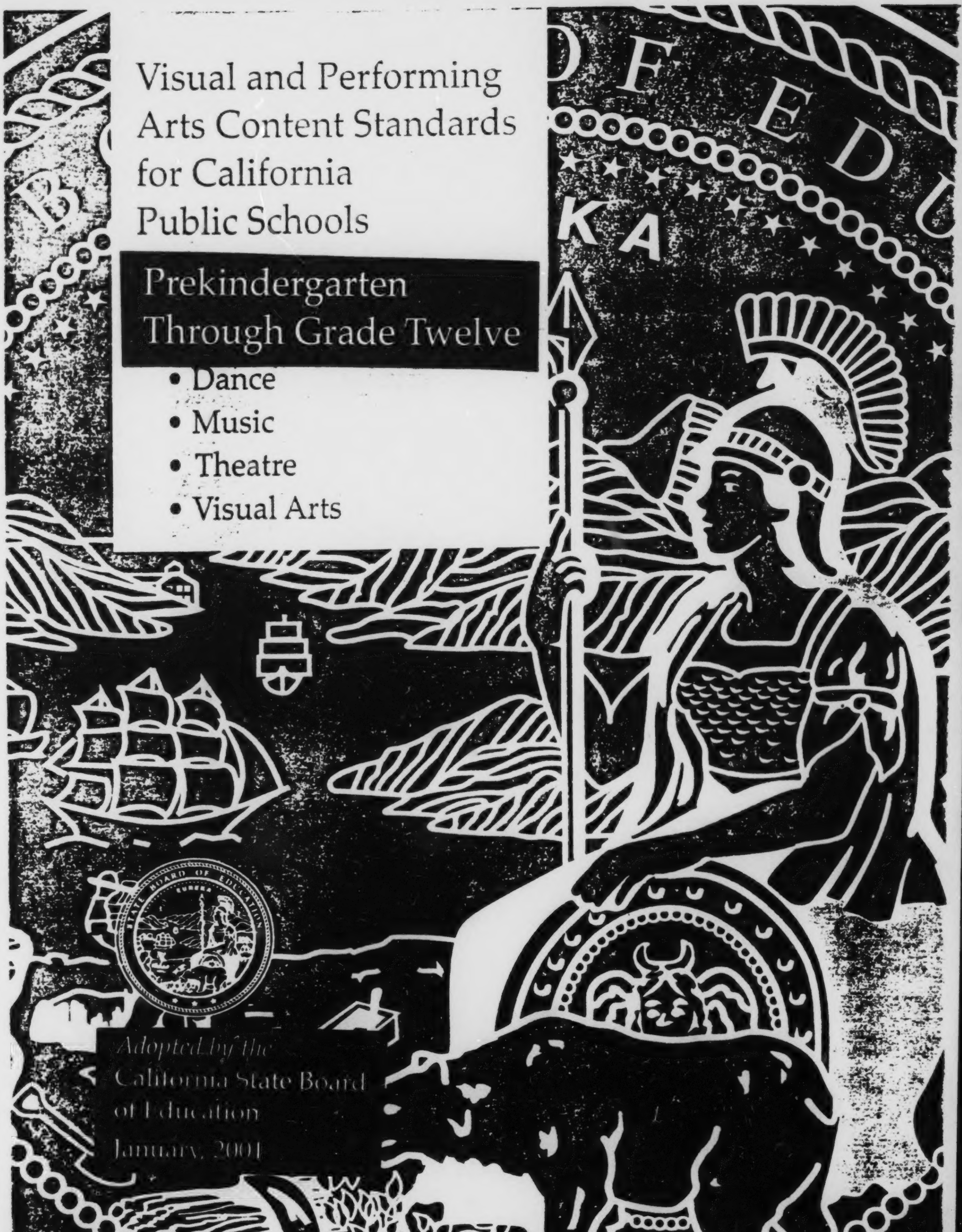

Visual and Performing Arts Content Standards for California Public Schools

Prekindergarten Through Grade Twelve

- Dance
- Music
- Theatre
- Visual Arts

Adopted by the
California State Board
of Education
January, 2001

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Visual and Performing Arts Content Standards for California Public Schools

Prekindergarten Through Grade Twelve

- Dance
- Music
- Theatre
- Visual Arts

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Notice

The guidance in *Visual and Performing Arts Content Standards for California Public Schools* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

Prepared for publication
by CSEA members.

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A Message from the State Board of Education and the State Superintendent of Public Instruction

It is our pleasure to present a solid, thoughtful, and comprehensive set of standards for visual and performing arts. These standards—which cover the disciplines of dance, music, theatre, and the visual arts—are intended to provide important guidance to schools in designing curricula for the programs they offer in these subject areas.

For the first time in California's history, these standards state—explicitly—the content that needs to be considered for inclusion in visual and performing arts programs at each grade level, prekindergarten through grade eight. The standards also specify the content that should be considered for visual and performing arts courses in grades nine through twelve, typically for students at proficient and advanced levels.

The visual and performing arts standards are rigorous, reflecting the types of curriculum and instruction offered in the best educational systems. At the same time, the content specified in the standards is attainable by all students, given sufficient time. We regard the standards as firm but not unyielding. They will be modified in future years as research and scholarship in visual and performing arts evolve.

These standards maintain California's tradition of respect for local control and decision-making. To help students achieve at high levels in visual and performing arts, local school officials—and interested and concerned parties in the school community—are encouraged to take the standards and design specific curricular and instructional strategies that best deliver the content to students. In addition to developing stand-alone courses, local agencies will want to consider ways in which to infuse visual and performing arts into other subject areas for purposes of interdisciplinary instruction.

We are pleased that the standards incorporate both traditional means of artistic expression and newer media, such as cinematography, video, and computer-generated visual design. The component strands of the standards include artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications.

These standards are comprehensive and specific. They represent our commitment to promoting excellence in visual and performing arts programs offered to every student in California.

Reed Hastings
President, California State Board of Education

Delaine Eastin

Delaine Eastin
State Superintendent of Public Instruction

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The development of the *Visual and Performing Arts Content Standards* was coordinated by Pattie Taylor, Visual and Performing Arts Consultant, California Department of Education. The following visual and performing arts educators assisted in the development of the standards.

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Introduction

Dance, music, theatre, and the visual arts have endured in all cultures throughout the ages as a universal basic language. The arts convey knowledge and meaning not learned through the study of other subjects. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As they study and create in the arts, students use the potential of the human mind to its full and unique capacity. The visual and performing arts are a vital part of a well-rounded educational program for all students.

The *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve,* represents a strong consensus on the skills, knowledge, and abilities in dance, music, theatre, and the visual arts that all students should be able to master at specific grade levels, prekindergarten through grade twelve, in California public schools.

The standards were built on the components of arts education contained in the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve,* which was adopted by the State Board of Education in 1996. The strands and standards in this publication describe the content that students need to master by the end of each grade level (prekindergarten through grade eight) or cluster of grades (grades nine through twelve at the proficient and advanced levels).

These standards were developed in response to Senate Bill 1390 (Murray), signed by Governor Gray Davis in September 2000. That bill calls for the adoption of visual and performing arts content standards by the California State Board of Education and states that instruction in the visual and performing arts should be made available to all students. However, as with standards in other curriculum areas, the bill does not require schools to follow the content standards. Nothing in the bill mandates an assessment of pupils in the visual or performing arts. As stated in the bill, "The content standards are intended to provide a framework for programs that a school may offer in the instruction of visual or performing arts."

Format of the Arts Content Standards

For each arts discipline the content standards are grouped under five visual and performing arts strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. At each grade level, prekindergarten through grade eight, content standards are specified for each strand. For students in grades nine through twelve, the proficient level of achievement can be attained at the end of one year of high school study within an arts discipline after the student has attained the level of achievement required of all students in grade eight. Many students also elect to take additional arts courses at the advanced level. That level can be attained at the end of a second year of high school study within an arts discipline after the proficient level of achievement has been attained.

These standards are written to apply to all students and at each grade level build on the knowledge and skills the student has gained in the earlier grades. When reading the standards at a particular grade level, one must know the standards for all previous grade levels to understand how expectations are based on prior learning.

An examination of the standards for any of the art forms at a given grade level will reveal overlaps and points of connection across the strands because the strands and the standards are intrinsically interrelated. For example, when working with a partner or small group in creating a dance sequence, the student is applying his or her skills and perceptions (Strand 1), is demonstrating proficiency in creative expression (Strand 2), and is reflecting on knowledge of the work of other dancers (Strand 3). In the same task the student is also participating in the critique process as he or she evaluates the dance sequence (Strand 4), is demonstrating skills in working with others, and is perhaps incorporating themes from other disciplines and reflecting on what a choreographer must know and be able to do (Strand 5).

This publication is organized according to the four arts disciplines: dance, music, theatre, and the visual arts. A glossary of key terms is provided at the end of the standards for each of the arts.

Guiding Principles of the Arts Content Standards

Essential guiding principles for arts education programs are contained in the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve,* and are reflected throughout these content standards. First, the arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria

Another important goal of the standards is to help students make connections between concepts in all of the arts and across subject areas. The fifth strand in these standards requires the student to connect and apply what is learned in the arts to other art forms and subject areas and to careers.

The arts standards respect the multiplicity of cultures represented in California schools. They allow students to experience the arts from the perspectives of American culture and worldwide ethnic, racial, religious, and cultural groups.

Throughout the standards technology is recognized as an essential tool that enhances learning and expression in all the arts disciplines and provides for expanded forms of expression in digital and electronic media. New technologies for the arts, arts-related computer applications, and emerging arts-related careers are especially vital in California, where the demand for individuals with artistic skills and career orientations has been steadily growing in the vast arts and entertainment industry.

Delivery of a Standards-Based Arts Education Program

The standards identify what all students in California public schools should know and be able to do at each grade level. Nevertheless, local flexibility is maintained with these standards. Topics may be introduced and taught at one or two grade levels before mastery is expected. Decisions about how best to teach the standards are left to teachers and to school district staff. Although the standards do not specify how the curriculum should be delivered, they do inspire the use of a variety of teaching strategies, both teacher-directed and student-centered. Various grouping strategies (individuals, pairs, small groups, and large groups) provide opportunities for all students to succeed. All students should participate in dance, music, theatre, and the visual arts as performers and creators.

A comprehensive arts education program is composed of three modes of instruction:

1. Subject-centered arts instruction in dance, music, theatre, and the visual arts
2. Instruction connecting the arts disciplines
3. Instruction connecting the arts and other core subjects

Subject-centered arts instruction focuses on developing foundation skills in each arts discipline. Instruction connecting the arts disciplines does so in a well-planned, meaningful, focused way. Knowledge of two or more arts disciplines and skill in performing and creating in those disciplines are mutually reinforcing and demonstrate the underlying unity of the arts. Instruction connecting the arts with other core subjects does so in substantive ways that strengthen the instructional goals for those subjects.

A thoughtful curriculum design provides students with alternative ways to perceive and experience the world. A standards-based arts education program provides a way by which all students can work at a personalized pace, develop self-expression and self-confidence, and experience a sense of accomplishment.

DANCE

Prekindergarten

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Move in a variety of directed ways.
1.2 Imitate the movements shown.

Comprehension and Analysis of Dance Elements

1.3 Respond in movement to opposites (e.g., big/small, fast/slow, tight/loose, move/stop).

Development of Dance Vocabulary

1.4 Name the opposites in basic movements (e.g., big/small).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation / Invention of Dance Movements

2.1 Create movements that reflect a variety of daily tasks and activities.
2.2 Respond to visual and sound stimuli (e.g., bubbles, feathers, bell, clock, ball) with original movement.
2.3 Respond spontaneously to different types of music and rhythms.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Name and play children's dance games from countries around the world.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Describe how everyday movements can be used in dance (e.g., walk quickly, stretch slowly).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Participate in dance games, sing songs, recite poems, and tell stories from countries around the world.

Kindergarten

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Build the range and capacity to move in a variety of ways.
1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).

Comprehension and Analysis of Dance Elements

1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

Development of Dance Vocabulary

1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
2.3 Respond spontaneously to different types of music, rhythms, and sounds.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Name and perform folk/traditional dances from the United States and other countries.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Give examples of the relationship between everyday movement in school and dance movement.

Grade One

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

Comprehension and Analysis of Dance Elements

1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).

Development of Dance Vocabulary

1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).

2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

Application of Choreographic Principles and Processes to Creating Dance

2.3 Create a short movement sequence with a beginning, a middle, and an end.
2.4 Create shapes and movements at low, middle, and high levels.
2.5 Imitate simple movement patterns.

Communication of Meaning in Dance

2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.
2.7 Perform improvised movement ideas for peers.

Development of Partner and Group Skills

2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Name and perform folk/traditional dances from other countries.
3.2 Describe aspects of the style, costumes, and music of a dance.
3.3 List commonalities among basic locomotor movements in dances from various countries.

History and Function of Dance

3.4 Identify where and when people dance.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

Meaning and Impact of Dance

4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).
4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).

5.2 Give examples of how dance relates to other subjects (e.g., mathematics—shape, counting; language arts—beginning, middle, and end).

Grade Two

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).

1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).

Comprehension and Analysis of Dance Elements

1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).

1.4 Expand the ability to incorporate spatial concepts with movement problems.

Development of Dance Vocabulary

1.5 Name a large number of locomotor and axial movements used in dance.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Create and improvise movement patterns and sequences.

2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).

Application of Choreographic Principles and Processes to Creating Dance

2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.
2.4 Create shapes and movements, using fast and slow tempos.
2.5 Develop a dance phrase that has a sense of unity.

Communication of Meaning in Dance

2.6 Create, memorize, and perform original expressive movements for peers.

Development of Partner and Group Skills

2.7 Work cooperatively in small and large groups.
2.8 Demonstrate partner skills (e.g., imitating and leading/following).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Name and perform social and traditional dances from various cultures.
3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.
3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).

History and Function of Dance

3.4 Describe dances seen in celebrations and community events.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).
4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).

Meaning and Impact of Dance

4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).
5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).

Development of Life Skills and Career Competencies

5.3 Describe how choreographers create dances.
5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).

Grade Three

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).

1.2 Demonstrate the ability to start, change, and stop movement.

Comprehension and Analysis of Dance Elements

1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).

1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).

Development of Dance Vocabulary

1.5 Describe dance elements used in personal work and that of others.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.

2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).

Application of Choreographic Principles and Processes to Creating Dance

2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.

2.4 Create a wide variety of shapes and movements, using different levels in space.

Communication of Meaning in Dance

2.5 Perform dances to communicate personal meaning, using focus and expression.

2.6 Compare and contrast the role of the performer with that of a member of the audience.

Development of Partner and Group Skills

2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).

2.8 Create, memorize, and perform original movement sequences with a partner or a small group.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Describe commonalities among and differences between dances from various countries.

3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).

History and Function of Dance

3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.

3.4 Describe how costumes and shoes influence dance movement.

Diversity of Dance

3.5 Name and demonstrate dances of Native Americans.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).

4.2 Explain and demonstrate what it means to be a good audience member.

Meaning and Impact of Dance

4.3 Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways—maps and grids; geometric shapes—body shapes).

5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).

Development of Life Skills and Career Competencies

5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.

5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).

Grade Four

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate mental concentration and physical control in performing dance skills.
1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.

Comprehension and Analysis of Dance Elements

1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).
1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.

Development of Dance Vocabulary

1.5 Describe a specific movement, using appropriate dance vocabulary.
1.6 Identify, define, and use *phrasing* in dances learned or observed.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movements

2.1 Create, develop, and memorize set movement patterns and sequences.
2.2 Improvise extended movement phrases.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.

2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.

Communication of Meaning in Dance

2.5 Convey a range of feelings through shape / postures and movements when performing for peers.

2.6 Perform improvised movement and dance studies with focus and expression.

Development of Partner and Group Skills

2.7 Demonstrate additional partner and group skills (e.g., imitating, leading / following, mirroring, calling / responding, echoing).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).

3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.

History and Function of Dance

3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).

Diversity of Dance

3.4 Perform and identify folk / traditional and social dances from California history.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history–social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).

4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).

Meaning and Impact of Dance

4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).

4.4 List the expectations the audience has for a performer and vice versa.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).

5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.

5.3 Demonstrate a recognition of personal space and respect for the personal space of others.

Development of Life Skills and Career Competencies

5.4 Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).

Grade Five

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.

1.2 Name and use a wide variety of movements (e.g., isolations / whole body).

Comprehension and Analysis of Dance Elements

1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force / energy concepts.

1.4 Incorporate the principles of variety, contrast, and unity with dance studies.

Development of Dance Vocabulary

1.5 Use appropriate dance vocabulary to describe dances.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

2.1 Create, memorize, and perform complex sequences of movement with greater focus, force / energy, and intent.

2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).

2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.

Communication of Meaning in Dance

2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

Development of Partner and Group Skills

2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.

History and Function of Dance

3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.

Diversity of Dance

3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.

4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).

Meaning and Impact of Dance

4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.

4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).

5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).

5.3 Cite examples of the use of technology in the performing arts.

Development of Life Skills and Career Competencies

5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.

Grade Six

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills and Technical Expertise

1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.

1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.

Comprehension and Analysis of Dance Elements

1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.

1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.

Development of Dance Vocabulary

1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.

2.2 Compare and demonstrate the difference between imitating movement and creating original material.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Describe and incorporate dance forms in dance studies.

2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).

2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.

Communication of Meaning in Dance Through Dance Performance

2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.

2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.

Development of Partner and Group Skills

2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Compare and contrast features of dances already performed from different countries.

History and Function of Dance

3.2 Explain the importance and function of dance in students' lives.

Diversity of Dance

3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).

4.2 Propose ways to revise choreography according to established assessment criteria.

Meaning and Impact of Dance

4.3 Discuss the experience of performing personal work for others.

4.4 Distinguish the differences between viewing live and recorded dance performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).

5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).

Development of Life Skills and Career Competencies

5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).

Grade Seven

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills, Technical Expertise, and Dance Movements

1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.

1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.

1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.

Development of Dance Vocabulary

1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.

2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.

Application of Choreographic Principles and Processes to Creating Dance.

2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.

2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).

Communication of Meaning in Dance Through Dance Performance

2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.

2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).

Development of Partner and Group Skills

2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Identify and perform dances from countries studied in the history–social science curriculum.

History and Function of Dance

3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history–social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).

Diversity of Dance

3.3 Explain how dance functions among people of different age groups, including their own.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).

4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).

Meaning and Impact of Dance

4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.)

4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).

5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).

Development of Life Skills and Career Competencies

5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.

5.4 Research and compare careers in dance and dance-related fields.

Grade Eight

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills, Technical Expertise, and Dance Movements

1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.

1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.

1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.

Development of Dance Vocabulary

1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.

2.2 Expand and refine a personal repertoire of dance movement vocabulary.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).

2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).

Communication of Meaning Through Dance Performance

2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.

2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

Development of Partner and Group Skills

2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.

History and Function of Dance

3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).

Diversity of Dance

3.3 Describe the roles of males and females in dance in the United States during various time periods.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.

Meaning and Impact of Dance

4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).

4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, research, practicing).

5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).

Development of Life Skills and Career Competencies

5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.

Grades Nine Through Twelve—Proficient

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of dance after the student has attained the level of achievement in dance required of all students in grade eight.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills, Technical Expertise, and Dance Movements

1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).

1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.

1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).

Comprehension and Analysis of Dance Elements

1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.

Development of Dance Vocabulary

1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.

Application of Choreographic Principles and Processes to Creating Dance

2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.
2.3 Design a dance that utilizes an established dance style or genre.

Communication of Meaning in Performance of Dance

2.4 Perform original works that employ personal artistic intent and communicate effectively.
2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

Development of Partner and Group Skills

2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).
2.7 Teach movement patterns and phrases to peers.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Development of Dance

3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.
3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

History and Function of Dance

3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).

Diversity of Dance

3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).

4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).

4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.

Meaning and Impact of Dance

4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.

4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.

5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.

Development of Life Skills and Career Competencies

5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.

5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal

5.5 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

Grades Nine Through Twelve—Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of dance and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills, Technical Expertise, and Dance Movements

1.1 Demonstrate highly developed physical coordination and control when performing complex locomoter and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).

1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.

1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).

Comprehension and Analysis of Dance Elements

1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.

Development of Dance Vocabulary

1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.

Application of Choreographic Principles and Processes to Creating Dance

2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.

2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).

Communication of Meaning in Performance of Dance

2.4 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.

Development of Partner and Group Skills

2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).

2.6 Teach to peers a variety of complex movement patterns and phrases.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding Historical Contributions and Cultural Dimensions of Dance

Students recognize dance in past and present cultures throughout the world.

Development of Dance

3.1 Identify, analyze and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.

3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.

History and Function of Dance

3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.

Diversity of Dance

3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Critique dance works to improve choreographic structure and artistic presence.

4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).

4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.

Meaning and Impact of Dance

4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).

4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (film, video, TV, computer imaging).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Application Across Disciplines

5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.

5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).

Development of Life Skills and Career Competencies

5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health.

5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.

Glossary of Terms Used in the Dance Content Standards

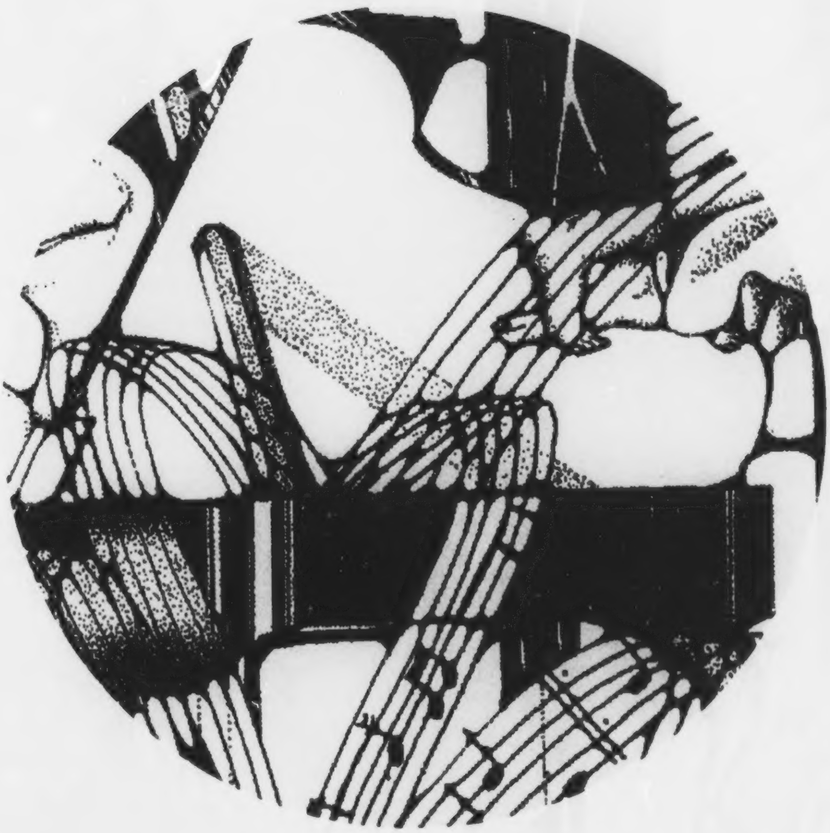
AB form	A two-part compositional form with an A theme and a B theme. The binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo).
ABA form	A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section in a condensed, abbreviated, or extended form.
abstraction	An idea or concept conveyed through movement and removed from its original context.
accent	A strong movement or gesture.
aesthetic criteria	Standards applied in making judgments about the artistic merit of a work.
alignment	The relationship of the skeleton to the line of gravity and base of support.
axial movement	Movement anchored to one spot by a body part. Only the available space in any direction is used while the initial body contact is being maintained. Movement is organized around the axis of the body and is not designed for travel from one location to another. Also known as nonlocomotor movement. Examples include stretching, bending, turning in place, gesturing.
balance	A state of equilibrium referring to the balance of weight or the spatial arrangement of bodies. Designs may be balanced on both sides of center (symmetrical) or balanced off center (asymmetrical).
ballet	A classical Western dance form that originated in the Renaissance courts of Europe. By the time of Louis XIV (mid-1600s), steps and body positions underwent codification.
body image	An acceptance of one's body as it is in a positive way, with recognition of the possibilities of its capabilities and limitations.
canon	A passage, movement sequence, or piece of music in which the parts are done in succession, overlapping one another.
choreography ("dance writing")	The creation and composition of dances by arranging or inventing steps, movements, and patterns of movements.
contrast	To set side by side to emphasize differences. In dance two contrasting movements might differ in energy; space (size, direction, level); design (symmetrical/asymmetrical, open/close); timing (fast/slow, even/uneven); or two or more different themes or patterns.

counterbalance	A weight that balances another weight. In dance it usually refers to one or more dancers combining their weight in stillness or in motion to achieve a movement or design that is interdependent. Any limb moving in one direction must be given a counterweight.
dance	Movement selected and organized for aesthetic purposes or as a medium of expression rather than for its function as work or play.
dance forms	The organization or plan for patterning movement; the overall structural organization of a dance or music composition (e.g., AB, ABA, call and response, rondo, theme and variation, canon, and the interrelationships of movements within the overall structure).
dance phrase	A partial dance idea composed of a series of connecting movements and similar to a sentence in the written form.
dance sequence	The order in which a series of movements and shapes occurs.
dance structures	The way in which a dance is constructed or organized; a supporting framework or the essential parts of a dance.
dance study	A short work of dance that investigates a specific idea or concept and shows a selection of movement ideas. It can be improvised or composed.
dynamics	The energy of movement expressed in varying intensity, accent, and quality.
focus	In general, a gathering of forces to increase the projection of intent. In particular, it refers to the dancer's line of sight.
folk/traditional dance	Dance associated with a nationalistic purpose, usually performed today as a surviving portion of a traditional celebration and done for social gatherings or as recreation.
force/energy	An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions. The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing.
genre	A particular kind or style of dance, such as ballet, jazz, modern, folk, tap.
gesture	The movement of a body part or combination of parts, with emphasis on the expressive aspects of the move. It includes all movements of the body not supporting weight.
improvisation	Movement created spontaneously that ranges from free-form to highly structured environments, always including an element of chance.
intent	The state of having one's mind fixed on some purpose.
isolation	Movement done with one body part or a small part of the body. Examples are rolling the head, shrugging the shoulders, and rotating the pelvis.
jazz dance	Dance marked by movement isolations and complex, propulsive polyrhythms. It is an outgrowth of African-American ragtime, jazz, spirituals, blues, work songs, and so forth and is considered an American dance style.

kinesthetic principles	Physics principles that govern motion, flow, and weight in time and space, including, for example, the law of gravity, balance, and centrifugal force.
labanotation	A system for analyzing and recording human movement invented by Rudolf von Laban (1879-1958).
locomotor	Movement progressing through space from one spot to another. Basic locomotor movements include walking, running, galloping, jumping, hopping, skipping, sliding, leaping.
modern dance	A type of dance that began as a rebellion against steps and positions and values expressive and original or authentic movement. It is a twentieth-century idiom.
motif	A distinctive and recurring gesture used to provide a theme or unifying idea.
movement pattern	A repeated sequence of movement ideas, a rhythmic movement sequence, a spatial design on the floor or in the air, or a specific relationship or grouping of people.
movement problem	A specific focus or task that serves as a point of departure for exploration and composing, usually with specific criteria.
musical phrasing	The grouping and articulation of a group of notes that form a logical unit.
musicality	Attention and sensitivity to the musical elements of dance while creating or performing.
partner and group skills	Skills that require cooperation, coordination, and dependence, including imitation, lead and follow, echo, mirroring, and call and response.
pathways	A line along which a person or a part of the person, such as an arm or head, moves (e.g., her arm took a circular path, or he traveled along a zigzag pathway).
phrasing	The way in which the parts of a dance are organized.
postmodern dance	A type of dance introduced by Merce Cunningham that emerged in the 1960s and is generally characterized by a departure from narrative theme and evocative emotion.
principles of composition	The presence of unity, continuity (transitions), and variety (contrasts and repetition) in choreography.
projection	A confident presentation of one's body and energy to communicate movement and meaning vividly to an audience. It also refers to performance quality.
pulse	The underlying and consistent beat.
repetition	The duplication of movements or movement phrases within choreography.
retrograde	The act of taking a sequence of choreography and reversing the order from back to front.
rhythm	A structure of movement patterns in time; a movement with a regular succession of strong and weak elements; the pattern produced by emphasis and duration of notes in music.

shape	The positioning of the body in space: curved, straight, angular, twisted, symmetrical, or asymmetrical.
skills	Technical abilities; specific movements or combinations.
social dance	Dance done in a social setting. It is traditionally referred to as ballroom dance but includes all popular social dances performed with or without partners.
space	An element of dance that refers to the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Space is also the location of a performed dance.
spatial	Of or relating to space or existing in space.
stylistic nuance	A subtle difference in style of meaning; the subtle or slight movements that identify the distinct characteristics of a particular performer or the dances of a particular choreographer or period.
tap dance	A type of dance that concentrates on footwork and rhythm. This type of dance grew out of American popular dancing, with significant roots in African-American, Irish, and English clogging traditions.
technique	The physical skills of a dancer that enable him or her to execute the steps and movements required in different dances. Different styles or genres of dance often have specific techniques.
tempo	The speed of music or a dance.
time	An element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.
transition	The bridging point at which a single movement, the end of a phrase, or even the end of a larger section of a dance progresses into the next movement, phrase, or sequence.
unison	Dance movement that takes place at the same time in a group.
unity	The feeling of wholeness in a dance achieved when all of the parts work well together.
variety in dance composition	A quantity or range of different things. To maintain audience interest, the choreographer must provide variety within the development of the dance. Contrasts in the use of space, force, and spatial designs as well as some repetition of movements and motifs provide variety.
work	A piece of choreography or a dance.

MUSIC



Prekindergarten

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Use icons or invented symbols to represent musical sounds and ideas.

Listen to, Analyze, and Describe Music

1.2 Identify the sources of a wide variety of sounds.
1.3 Use body movement to respond to dynamics and tempo.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Move or use body percussion to demonstrate awareness of beat and tempo.
2.2 Use the voice to speak, chant, and sing.

Compose, Arrange, and Improvise

2.3 Improvise simple instrumental accompaniments to songs, recorded selections, stories, and poems.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Diversity of Music

3.1 Use a personal vocabulary to describe music from diverse cultures.
3.2 Use developmentally appropriate movements in responding to music from various genres and periods (rhythm).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

4.1 Create movements in response to music.
4.2 Participate freely in musical activities.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

Connections and Applications

5.1 Improvise songs to accompany games and playtime activities.

Careers and Career-Related Skills

5.2 Demonstrate an awareness of music as a part of daily life.

Kindergarten

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Use icons or invented symbols to represent beat.

Listen to, Analyze, and Describe Music

1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Use the singing voice to echo short melodic patterns.
2.2 Sing age-appropriate songs from memory.
2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

Compose, Arrange, and Improvise

2.4 Create accompaniments, using the voice or a variety of classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the various uses of music in daily experiences.

Diversity of Music

3.2 Sing and play simple singing games from various cultures.
3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.
3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

4.1 Create movements that correspond to specific music.
4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

Careers and Career-Related Skills

5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

Grade One

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

Listen to, Analyze, and Describe Music

1.2 Identify simple musical forms (e.g., phrase, AB, echo).
1.3 Identify common instruments visually and aurally in a variety of music.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age-appropriate songs from memory.
2.3 Play simple accompaniments on classroom instruments.

Compose, Arrange, and Improvise

2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.

Diversity of Music

3.2 Sing and play simple singing games from various cultures.
3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

4.1 Create movements to music that reflect focused listening.
4.2 Describe how ideas or moods are communicated through music.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Recognize and explain how people respond to their world through music.

Careers and Career-Related Skills

5.2 Describe how the performance of songs and dances improves after practice and rehearsal.

Grade Two

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.

1.2 Read, write, and perform simple patterns of pitch, using solfege.

Listen to, Analyze, and Describe Music

1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.

1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.

1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing with accuracy in a developmentally appropriate range.

2.2 Sing age-appropriate songs from memory.

2.3 Play rhythmic ostinatos on classroom instruments.

Compose, Arrange, and Improvise

2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the uses of specific music in daily or special events.

Diversity of Music

3.2 Sing simple songs and play singing games from various cultures.
3.3 Describe music from various cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Use the terminology of music in discussing individual preferences for specific music.

Derive Meaning

4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
4.3 Identify how musical elements communicate ideas or moods.
4.4 Respond to a live performance with appropriate audience behavior.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

Careers and Career-Related Skills

5.2 Identify and discuss who composes and performs music.

Grade Three

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform simple rhythmic patterns, using, eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.
1.2 Read, write, and perform pentatonic patterns, using solfege.

Listen to, Analyze, and Describe Music

1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
1.5 Describe the way in which sound is produced on various instruments.
1.6 Identify simple musical forms (e.g., AABA, AABB, round).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
2.3 Play rhythmic and melodic ostinatos on classroom instruments.

Compose, Arrange, and Improvise

2.4 Create short rhythmic and melodic phrases in question-and-answer form.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the uses of music in various cultures and time periods.

Diversity of Music

3.2 Sing memorized songs from diverse cultures.
3.3 Play memorized songs from diverse cultures.
3.4 Identify differences and commonalities in music from various cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Select and use specific criteria in making judgments about the quality of a musical performance.

Derive Meaning

4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
4.3 Describe how specific musical elements communicate particular ideas or moods in music.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).

Careers and Career-Related Skills

5.2 Identify what musicians and composers do to create music.

Grade Four

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.
1.2 Read, write, and perform diatonic scales.
1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).

Listen to, Analyze, and Describe Music

1.4 Describe music according to its elements, using the terminology of music.
1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordaphone, membranophone).
1.6 Recognize and describe aural examples of musical forms, including rondo.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.

2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.

Compose, Arrange, and Improvise

2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Explain the relationship between music and events in history.

Diversity of Music

3.2 Identify music from diverse cultures and time periods.
3.3 Sing and play music from diverse cultures and time periods.
3.4 Compare musical styles from two or more cultures.
3.5 Recognize the influence of various cultures on music in California.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Use specific criteria when judging the relative quality of musical performances.

Derive Meaning

4.2 Describe the characteristics that make a performance a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Identify and interpret expressive characteristics in works of art and music.

5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.

5.3 Relate dance movements to express musical elements or represent musical intent in specific music.

Careers and Career-Related Skills

5.4 Evaluate improvement in personal musical performances after practice or rehearsal.

Grade Five

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.
1.2 Read, write, and perform major and minor scales.
1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.

Listen to, Analyze, and Describe Music

1.4 Analyze the use of music elements in aural examples from various genres and cultures.
1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.
1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.
2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

Compose, Arrange, and Improvise

2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

3.2 Identify different or similar uses of musical elements in music from diverse cultures.
3.3 Sing and play music from diverse cultures and time periods.
3.4 Describe the influence of various cultures and historical events on musical forms and styles.
3.5 Describe the influences of various cultures on the music of the United States.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

Derive Meaning

4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Explain the role of music in community events.

Careers and Career-Related Skills

5.2 Identify ways in which the music professions are similar to or different from one another.

Grade Six

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform intervals and triads.
1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
1.3 Transcribe simple aural examples into rhythmic notation.
1.4 Sight-read simple melodies in the treble clef or bass clef.

Listen to, Analyze, and Describe Music

1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1; scale; 1–6).

2.2 Sing music written in two parts.

2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1; scale; 1–6).

Compose, Arrange, and Improvise

2.4 Compose short pieces in duple and triple meters.

2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound.

2.6 Improvise simple melodies.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.

3.2 Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, and Roman).

Diversity of Music

3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.

3.4 Listen to, describe, and perform music of various styles from a variety of cultures.

3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

Derive Meaning

4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.
4.3 Identify aesthetic qualities in a specific musical work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Describe how knowledge of music connects to learning in other subject areas.

Careers and Career-Related Skills

5.2 Identify career pathways in music.

Grade Seven

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.
1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.
1.3 Transcribe simple aural examples into melodic notation.
1.4 Sight-read melodies in the treble or bass clef (level of difficulty: 1; scale: 1–6).

Listen to, Analyze, and Describe Music

1.5 Analyze and compare the use of musical elements representing various genres, styles and cultures, emphasizing tonality and intervals.
1.6 Describe larger musical forms (canon, fugue, suite, ballet, opera, and oratorio).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 2; scale: 1–6).

2.2 Sing music written in two and three parts.

2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2; scale: 1–6).

Compose, Arrange, and Improvise

2.4 Compose short pieces in duple, triple, and mixed meters.

2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.

2.6 Improvise melodies and harmonic accompaniments.

2.7 Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians.

3.2 Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, and South American).

Diversity of Music

3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.

3.4 Perform music from diverse genres and cultures.

3.5 Identify instruments from a variety of cultures visually and aurally.

3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.

4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.

Derive Meaning

4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.

5.2 Identify and describe how music functions in the media and entertainment industries.

Careers and Career-Related Skills

5.3 Identify various careers for musicians in the entertainment industry.

Grade Eight

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.
1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.
1.3 Transcribe aural examples into rhythmic and melodic notation.
1.4 Sight-read accurately and expressively (level of difficulty: 2; scale: 1–6).

Listen to, Analyze, and Describe Music

1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.
1.6 Describe larger musical forms (symphony, tone poem).
1.7 Explain how musical elements are used to create specific music events in given aural examples.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3; scale: 1–6).

2.2 Sing music written in two, three, or four parts.

2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles (level of difficulty: 3; scale: 1–6).

Compose, Arrange, and Improvise

2.4 Compose short pieces in duple, triple, mixed, and compound meters.

2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/electronic media.

2.6 Improvise melodic and rhythmic embellishments and variations in major keys.

2.7 Improvise short melodies to be performed with and without accompaniment.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of music

3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.

3.2 Identify and explain the influences of various cultures on music in early United States history.

3.3 Explain how music has reflected social functions and changing ideas and values.

Diversity of Music

3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

3.5 Perform music from diverse genres, cultures, and time periods.

3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.

4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.

Derive Meaning

4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.

4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

5.2 Describe how music is composed and adapted for use in film, video, radio, and television.

Careers and Career-Related Skills

5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

Grades Nine Through Twelve—Proficient

Note: The proficient level of achievement for grades nine through twelve can be attained at the end of one year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade eight.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.

1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1; scale: 1–6).

1.3 Sight-read music accurately and expressively (level of difficulty: 3; scale: 1–6).

Listen to, Analyze, and Describe Music

1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.

1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 4; scale: 1–6).
2.2 Sing music written in three or four parts with and without accompaniment.
2.3 Sing in small ensembles, with one performer for each part.
2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4; scale: 1–6).
2.5 Perform on an instrument in small ensembles, with one performer for each part.

Compose, Arrange, and Improvise

2.6 Compose music, using musical elements for expressive effect.
2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.
2.9 Improvise harmonizing parts, using an appropriate style.
2.10 Improvise original melodies over given chord progressions.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Diversity of Music

3.3 Describe the differences between styles in traditional folk genres within the United States.
3.4 Perform music from various cultures and time periods.
3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Derive Meaning

4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.

4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills

5.3 Research musical careers in radio, television, and advertising.

Music

Grades Nine Through Twelve Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of music and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read a full instrument or vocal score and describe how the elements of music are used.
1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2; scale: 1–6).
1.3 Sight-read music accurately and expressively (level of difficulty: 4; scale: 1–6).

Listen to, Analyze, and Describe Music

1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5; scale: 1–6).

2.2 Sing music written in four parts with and without accompaniment.

2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5; scale: 1–6).

2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5; scale: 1–6).

2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5; scale: 1–6).

Compose, Arrange, and Improvise

2.6 Compose music in distinct styles.

2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.

2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.

3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).

3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.

Diversity of Music

3.4 Perform music from a variety of cultures and historical periods.

3.5 Compare and contrast instruments from a variety of cultures and historical periods.

3.6 Compare and contrast musical styles within various popular genres in North America and South America.

3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.

3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.

Derive Meaning

4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.

4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

5.2 Analyze the process for arranging, underscoring, and composing music for film and video productions.

Careers and Career-Related Skills

5.3 Identify and explain the various factors involved in pursuing careers in music.

Glossary of Terms Used in the Music Content Standards

accompaniment	Vocal or instrumental parts that accompany a melody.
aerophone	A musical instrument (as a trumpet or flute) in which sound is generated by a vibrating column of air.
articulation	The manner in which notes are performed, such as staccato or legato.
atonal	A type of music in which tones and chords are not related to a central keynote.
augmented interval	A major or perfect interval raised by a half step.
beat	Unit of measure of rhythmic time.
canon	A musical form in which a melody is imitated exactly in one or more parts. Similar to a *round.*
chord	Three or more tones sounded simultaneously.
chordaphone	An instrument the sound of which is created by means of strings stretched between two points.
clef, bass, or treble	A symbol written at the beginning of a musical staff indicating which notes are represented by which lines and spaces.
composition	Creation of original music by organizing sound. Usually written for others to perform.
compound meter	A type of meter in which the beat is divided into threes or sixes.
concerto	A composition for orchestra and soloist.
descant	A melodic line or counterpoint accompanying an existing melody.
diatonic scale	The notes found within a major or minor scale.
diminished interval	A minor or perfect interval lowered by a half step.
duple meter	A time signature with groups of two beats to the measure.
dynamics	Varying degrees of volume in the performance of music.
dynamic markings	The symbols indicating the varying degrees of volume: *pp* —pianissimo, very soft; *p*—piano, soft; *mp*— mezzo piano, medium soft; *mf*—mezzo forte, medium loud; *f*—forte, loud; and *ff*—fortissimo, very loud.
elements of music	Melody, harmony, rhythm, and form and the expressive elements of dynamics, tempo, and timbre (tone color).

embellishments: melodic and rhythmic	Notes added to ornament a melody or rhythmic pattern.
form	The organization and structure of a composition and the interrelationships of musical events within the overall structure.
fugue	A composition in which three or more voices enter one after the other and imitate the main melody in various ways according to a set pattern.
genre	Type or kind of musical work (e.g., opera, jazz, mariachi).
harmonic progression	A succession of individual chords or harmonies that form larger units of phrases, sections, or compositions.
harmony	The simultaneous sounding of two or more tones.
idiophone	A musical instrument, the sound of which is produced by shaking or scraping.
improvisation	Spontaneous creation of music.
interval	The distance in pitch between two tones.
levels of difficulty	The levels of difficulty for the musical content standards are as follows: *Level 1:* very easy; easy keys, meters, and rhythms; limited ranges. *Level 2:* easy; may include changes of tempo, key, and meter; modest ranges. *Level 3:* moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements. *Level 4:* moderately difficult; requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys. *Level 5:* difficult; requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, usual meters, complex rhythms, subtle dynamic requirements. *Level 6:* very difficult; suitable for musically mature students of exceptional competence.
major key	Tonally, a key based on a major scale; a scale that contains the following step pattern: whole, whole, half, whole, whole, whole, half; or uses the sol-fa tones of *do, re, mi, fa, so, la, ti, do.*
melody	An organized sequence of single notes.
membranophone	An instrument that produces sound through the vibrations of a membrane.
meter	The grouping of beats by which a piece of music is measured.
minor key	Tonally, a key based on a minor scale; a scale that contains the following step pattern: whole, half, whole, whole, half, whole, whole; or uses the sol-fa tones of *la, ti, do, re, me, fa, so, la.*
mixed meter	A mixture of duple and triple meters.
mode	A type of scale with a specific arrangement of intervals (e.g., Aeolian, Dorian, Ionian, Locrian, Lydian, Mixolydian, Phrygian).

notation	Written music indicating pitch and rhythm for performance.
opera	A drama set to music for voices and orchestra and presented with costumes and sets.
oratorio	A dramatic musical composition usually set to a religious text and performed by solo voices, chorus, and orchestra without action, special costumes, or scenery.
ostinato	A rhythmic or melodic accompaniment figure repeated continuously.
pentatonic scale	A scale having five tones to the octave and containing no half steps: *do, re, mi, so, la.*
phrase	A musical idea comparable to a sentence or a clause in language.
pitch	The location of a note related to its highness or lowness.
rhythm	The combinations of long and short, even or uneven sounds that convey a sense of movement in time.
rondo form	A musical form in which a section is repeated, with contrasting sections in between, such as ABACA.
scale	The arrangement of notes in a specific order of whole and half steps.
score	The organized notation of all of the instrumental and/or vocal parts of a composition.
serial music	A type of composition based on a technique involving a twelve-tone scale. See also *twelve-tone scale.*
solfege	A system of designating verbal syllables for the degrees of the scale.
sonata-allegro form	A musical form that uses the overall design of exposition, development, and recapitulation.
song forms	The organization of sections of a song, represented by letters that depict similar and contrasting sections: AB, ABA, AABA, ABC, verse/refrain, and so forth.
staff (staves)	The horizontal lines on and between which notes are written.
suite	A musical composition consisting of a succession of short pieces.
symphony	A long orchestral work divided into three to five movements.
syncopation	The placement of rhythmic accents on weak beats or weak portions of beats.
tempo	The pace at which music moves according to the speed of the underlying beat.
texture	The character of the different layers of horizontal and vertical sounds.
theme and variation	A compositional form in which a theme is clearly stated and is followed by a number of variations.
timbre	Tone color or quality of sound heard.
tonality (key)	The tonal center of a composition.

tone poem	An orchestral composition based on an extramusical idea; a tone picture (e.g., *The Pines of Rome,* by Ottorino Respighi).
triad	A three-note chord consisting of root, third, and fifth.
triple meter	Beats grouped into a set of three.
twelve-bar blues	A chord pattern often used in blues music based on the I, IV, and V chords and the blues scale in specific order within 12 bars.
twelve-tone scale	A scale constructed of all twelve half steps within an octave and organized in a specific order called a tone row.

THEATRE

Theatre

Prekindergarten

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *pretend, imagination, movement, puppetry,* and *audience,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify characteristic movements and sounds of animate and inanimate objects.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Participate in call-and-response games.

Creation/Invention in Theatre

2.2 Engage in fantasy play, re-creating situations in familiar settings.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film / video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Identify various theatrical experiences, such as live theatre, television, and puppetry.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film / video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Respond appropriately as an audience member.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film / video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Use body, voice, and imagination to illustrate concepts in other content areas. Use movement and voice, for example, to reinforce vocabulary, such as *big, little, loud,* and *quiet*.

Careers and Career-Related Skills

5.2 Role-play adult professions, using creative dramatics and theatrical activities.

Theatre
Kindergarten

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *actor, character, cooperation, setting,* the *five senses,* and *audience,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify differences between real people and imaginary characters.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).

Creation/Invention in Theatre

2.2 Perform group pantomimes and improvisations to retell familiar stories.
2.3 Use costumes and props in role playing.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film / video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.

3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film / video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Respond appropriately to a theatrical experience as an audience member.

Derivation of Meaning from Works of Theatre

4.2 Compare a real story with a fantasy story.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film / video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as *fast, slow, in, on, through, over, under.*

Careers and Career-Related Skills

5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

Grade One

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of the theatre, such as *play, plot (beginning, middle,* and *end), improvisation, pantomime, stage, character,* and *audience,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Observe and describe the traits of a character.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Demonstrate skills in pantomime, tableau, and improvisation.

Creation/Invention in Theatre

2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle and end) and using a tableau or a pantomime.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film / video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Identify the cultural and geographic origins of stories.

History of Theatre

3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
3.3 Describe the roles and responsibilities of audience and actor.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film / video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Describe what was liked about a theatrical work or a story.

Derivation of Meaning from Works of Theatre

4.2 Identify and discuss emotional reactions to a theatrical experience.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film / video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.

Careers and Career-Related Skills

5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

Grade Two

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film / video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *plot (beginning, middle,* and *end), scene, sets, conflict, script,* and *audience,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Use body and voice to improvise alternative endings to a story.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film / videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration.

Creation/Invention in Theatre

2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
2.4 Create costume pieces, props, or sets for a theatrical experience.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film / video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Identify theatre and story-telling forms from different cultures.

History of Theatre

3.2 Identify universal characters in stories and plays from different periods and places.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film / video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.

4.2 Respond to a live performance with appropriate audience behavior.

Derivation of Meaning from Works of Theatre

4.3 Identify the message or moral of a work of theatre.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film / video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.

Careers and Career-Related Skills

5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

Grade Three

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *character, setting, conflict, audience, motivation, props, stage areas,* and *blocking,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify the 5 W's (who, what, where, when, and why) in a theatrical experience.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.

Creation/Invention in Theatre

2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Dramatize different cultural versions of similar stories from around the world.

History of Theatre

3.2 Identify universal themes in stories and plays from different periods and places.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.

Derivation of Meaning from Works of Theatre

4.2 Compare the content or message in two different works of theatre.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the 5 W's.

Careers and Career-Related Skills

5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

Grade Four

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *plot, conflict, climax, resolution, tone, objectives, motivation,* and *stock characters,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify a character's objectives and motivations to explain that character's behavior.

1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. *Examples:* "*I* want you to go." "I want *you* to go." "I want you to *go.*"

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Demonstrate the emotional traits of a character through gesture and action.

Creation/Invention in Theatre

2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).

2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.

History of Theatre

3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.

4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.

Derivation of Meaning from Works of Theatre

4.3 Describe students' responses to a work of theatre and explain what the scriptwriter did to elicit those responses.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Dramatize events in California history.
5.2 Use improvisation and dramatization to explore concepts in other content areas.

Careers and Career-Related Skills

5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.

Grade Five

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *sense memory, script, cue, monologue, dialogue, protagonist,* and *antagonist,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.

2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Creation/Invention in Theatre

2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.

3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

History of Theatre

3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.

3.4 Identify types of early American theatre, such as melodrama and musical theatre.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Derivation of Meaning from Works of Theatre

4.2 Describe devices actors use to convey meaning or intent in commercials on television.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.

Careers and Career-Related Skills

5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

Grade Six

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film / video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *action/reaction, vocal projection, subtext, theme, mood, design, production values,* and *stage crew,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film / videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.

Creation/Invention in Theatre

2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.

2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film / video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Create scripts that reflect particular historical periods or cultures.

History of Theatre

3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film / video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

Derivation of Meaning from Works of Theatre

4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history–social science of how persuasion and propaganda are used in advertising.

Careers and Career-Related Skills

5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.

Grade Seven

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film / video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *playwright, rehearsal, dress rehearsal, run-through,* and *cold reading,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify dramatic elements within a script, such as *foreshadowing, crisis, rising action, catharsis,* and *denouement,* using the vocabulary of theatre.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film / videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Use improvisation in rehearsal to discover character and motivation.
2.2 Maintain a rehearsal script / notebook to record directions and blocking.

Creation/Invention in Theatre

2.3 Create characters, environments, and actions that exhibit tension and suspense.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.

History of Theatre

3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.

Derivation of Meaning from Works of Theatre

4.2 Explain how cultural influences affect the content or meaning of works of theatre.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film / video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.

Careers and Career-Related Skills

5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.

Grade Eight

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *ensemble, proscenium, thrust,* and *arena staging,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.

1.3 Analyze the use of figurative language and imagery in dramatic texts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.

Creation/Invention in Theatre

2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).

History of Theatre

3.2 Identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Develop criteria and write a formal review of a theatrical production.

Derivation of Meaning from Works of Theatre

4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.

Careers and Career-Related Skills

5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.

Grades Nine Through Twelve—Proficient

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of theatre after the student has attained the level of achievement in theatre required of all students in grade eight.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *acting values, style, genre, design,* and *theme,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Creation/Invention in Theatre

2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Identify and compare how film, theatre, television, and electronic media productions influence our values and behaviors.

3.2 Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun, Antigone,* and the *Mahabarata.*

History of Theatre

3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

Derivation of Meaning from Works of Theatre

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film / video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

Careers and Career-Related Skills

5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

Grades Nine Through Twelve—Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of theatre and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film / video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *genre, style, acting values, theme,* and *design,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.

1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film / videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.

Creation/Invention in Theatre

2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.

2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.

History of Theatre

3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.

3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.

3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.

4.2 Draw conclusions about the effectiveness of informal and formal productions, films / videos, or electronic media on the basis of intent, structure, and quality of the work.

Derivation of Meaning from Works of Theatre

4.3 Develop a thesis based on research as to why people create theatre.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film / video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film / video, and electronic media.

Careers and Career-Related Skills

5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.

5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.

5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

Glossary of Terms Used in the Theatre Content Standards

acting areas	See *center stage, downstage, stage left, stage right, and upstage.*
actor	A person, male or female, who performs a role in a play or an entertainment.
actor's position	The orientation of the actor to the audience (e.g., full back, full front, right profile, left profile).
antagonist	A person, a situation, or the protagonist's own inner conflict in opposition to his or her goals.
articulation	The clear and precise pronunciation of words.
blocking	The planning and working out of the movements of actors on stage.
body positions	See *actor's position.*
catharsis	The purification or purgation of the emotions (as pity and fear) caused in a tragedy.
center stage	The center of the acting area.
character	The personality or part an actor re-creates.
characterization	The development and portrayal of a personality through thought, action, dialogue, costuming, and makeup.
climax	The point of highest dramatic tension or a major turning point in the action.
cold reading	A reading of a script done by actors who have not previously reviewed the play.
collaboration	The act of working together in a joint intellectual effort.
commedia dell'arte	A professional form of theatrical improvisation, developed in Italy in the 1500s, featuring stock characters and standardized plots.
complication	See *rising action.*
conflict	The opposition of persons or forces giving rise to dramatic action in a play.
context	The interrelated conditions in which a play exists or occurs.
conventions of theatre	See *theatrical conventions.*
costume	Any clothing worn by an actor on stage during a performance.
creative drama	An improvisational, process-centered form of theatre in which participants are

	guided by a leader to imagine, enact, and reflect on human experiences.
crisis	A decisive point in the plot of a play on which the outcome of the remaining actions depends.
critique	Opinions and comments based on predetermined criteria that may be used for self-evaluation or the evaluation of the actors or the production itself.
cue	A signal, either verbal or physical, that indicates something else, such as a line of dialogue or an entrance, is to happen.
denouement design	The final resolution of the conflict in a plot.
design	The creative process of developing and executing aesthetic or functional designs in a production, such as costumes, lighting, sets, and makeup.
dialogue	The conversation between actors on stage.
diction	The pronunciation of words, the choice of words, and the manner in which a person expresses himself or herself.
directing	The art and technique of bringing the elements of theatre together to make a play.
director	The person who oversees the entire process of staging a production.
downstage	The stage area toward the audience.
dramatic play	Children's creation of scenes when they play "pretend."
dramatic structure	The special literary style in which plays are written.
dramaturg	A person who provides specific in-depth knowledge and literary resources to a director, producer, theatre company, or even the audience.
dress rehearsals	The final few rehearsals just prior to opening night in which the show is run with full technical elements. Full costumes and makeup are worn.
electronic media	Means of communication characterized by the use of technology (e.g., radio, television, and the Internet).
Elizabethan theatre	The theatre of England during the reign of Queen Elizabeth I and often extended to the close of the theatres in 1640.
ensemble	A group of theatrical artists working together to create a theatrical production.
epic theatre	Theatrical movement of the early 1920s and 1930 characterized by the use of such artificial devices as cartoons, posters, and film sequences distancing the audience from theatrical illusion and allowing focus on the play's message.
exposition	Detailed information revealing the facts of a plot.
farce	A comedy with exaggerated characterizations, abundant physical or visual humor, and, often, an improbable plot.
form	The overall structure or shape of a work that frequently follows an established design. Forms may refer to a literary type (e.g., narrative form, short story form, dramatic form) or to patterns of meter, line, and rhymes (e.g., stanza

	form, verse form).
formal theatre	Theatre that focuses on public performance in front of an audience and in which the final production is most important.
genre	Literally, "kind" or "type." In literary and dramatic studies, genre refers to the main types of literary form, principally tragedy and comedy. The term can also refer to forms that are more specific to a given historical era, such as the revenge tragedy, or to more specific subgenres of tragedy and comedy, such as the comedy of manners.
gesture	An expressive movement of the body or limbs.
Greek theatre	Theatrical events in honor of the god Dionysus that occurred in Ancient Greece and included play competitions and a chorus of masked actors.
improvisation	A spontaneous style of theatre in which scenes are created without advance rehearsing or scripting.
informal theatre	A theatrical performance that focuses on small presentations, such as one taking place in a classroom setting. Usually, it is not intended for public view.
Kabuki	One of the traditional forms of Japanese theatre, originating in the 1600s and combining stylized acting, costumes, makeup, and musical accompaniment.
level	The height of an actor's head actor as determined by his or her body position (e.g., sitting, lying, standing, or elevated by an artificial means).
makeup	Cosmetics and sometimes hairstyles that an actor wears on stage to emphasize facial features, historical periods, characterizations, and so forth.
masks	Coverings worn over the face or part of the face of an actor to emphasize or neutralize facial characteristics.
melodrama	A dramatic form popular in the 1800s and characterized by an emphasis on plot and physical action (versus characterization), cliff-hanging events, heart-tugging emotional appeals, the celebration of virtue, and a strongly moralistic tone.
mime	An ancient art form based on pantomime in which conventionalized gestures are used to express ideas rather than represent actions; also, a performer of mime.
minstrel show	Musical theatre that usually consisted of performances of traditional African-American music and dance provided by white actors in blackface and characterized by exploitive racial sterotypes.
monologue	A long speech by a single character.
motivation	A character's reason for doing or saying things in a play.
musical theatre	A type of entertainment containing music, songs, and, usually, dance.
Noh	One of the traditional forms of Japanese theatre in which masked male actors use highly stylized dance and poetry to tell stories.
objective	A character's goal or intention.

pacing	The tempo of an entire theatrical performance.
pageant	Any elaborate street presentation or a series of tableaux across a stage.
pantomime	Acting without words through facial expression, gesture, and movement.
pitch	The highness or lowness of the voice.
play	The stage representation of an action or a story; a dramatic composition.
playwright	A person who writes plays.
production values	The critical elements of a production, such as acting, direction, lighting, costuming, sets, and makeup.
projection	The placement and delivery of volume, clarity, and distinctness of voice for communicating to an audience.
props (properties)	Items carried on stage by an actor; small items on the set used by the actors.
proscenium	The enlarged hole cut through a wall to allow the audience to view the stage. It is also called the proscenium arch. The archway is in a sense the frame for the action on the stage.
protagonist	The main character of a play and the character with whom the audience identifies most strongly.
puppetry	Almost anything brought to life by human hands to create a performance. Types of puppets include rod, hand, and marionette.
reader's theatre	A performance created by actors reading script rather working from memory.
rehearsal	Practice sessions in which the actors and technicians prepare for public performance through repetition.
rising action	The middle part of a plot consisting of complications and discoveries that create conflict.
run-through	A rehearsal moving from start to finish without stopping for corrections or notes.
script	The written text of a play.
sense memory	Memories of sights, sounds, smells, tastes, and textures. It is used to help define a character in a certain situation.
stage	The area where actors perform.
stage crew	The backstage technical crew responsible for running the show. In small theatre companies the same persons build the set and handle the load-in. Then, during performances, they change the scenery and handle the curtain.
stage manager	The director's liaison backstage during rehearsal and performance. The stage manager is responsible for the running of each performance.
stage left	The left side of the stage from the perspective of an actor facing the audience.

stage right	The right side of the stage from the perspective of an actor facing the audience.
stock characters	Established characters, such as young lovers, neighborhood busybodies, sneaky villains, and overprotective fathers, who are immediately recognizable by an audience.
style	The distinctive and unique manner in which a writer arranges words to achieve particular effects. Style essentially combines the idea to be expressed with the individuality of the author. These arrangements include individual word choices as well as such matters as the length and structure of sentences, tone, and use of irony.
subtext	Information that is implied by a character but not stated by a character in dialogue, including actions and thoughts.
tableau	A silent and motionless depiction of a scene created by actors, often from a picture. The plural is *tableaux*.
text	The printed words, including dialogue and the stage directions for a script.
theatre	The imitation or representation of life performed for other people; the performance of dramatic literature; drama; the milieu of actors, technicians, and playwrights; the place where dramatic performances take place.
theatre of the absurd	Theatrical movement beginning in the 1950s in which playwrights created works representing the universe as unknowable and humankind's existence as meaningless.
theatrical conventions	The established techniques, practices, and devices unique to theatrical productions.
theatrical experiences	Events, activities, and productions associated with theatre, film/video, and electronic media.
theatrical games	Noncompetitive games designed to develop acting skills and popularized by Viola Spolin.
upstage	Used as a noun, the stage area away from the audience; used as a verb, to steal the focus of a scene.
vocal projection	See *projection.*
vocal quality	The characteristics of a voice, such as shrill, nasal, raspy, breathy, booming, and so forth.
volume	The degree of loudness or intensity of a voice.

VISUAL
ARTS
FELICIA M
ZAGA
FINE ARTS
NO. 99

Prekindergarten

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel.
1.2 Identify colors by name.
1.3 Name and describe objects by color and relative size.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks).
2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.
2.3 Experiment with colors through the use of a variety of drawing materials and paints.

Communication and Expression Through Original Works of Art

2.4 Create a self-portrait.
2.5 Create a picture of a person.
2.6 Use colors to draw or paint a picture of everyday objects.
2.7 Create a three-dimensional form.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Identify art observed in daily life.
3.2 Describe pictorial objects that appear in works of art.

Diversity of the Visual Arts

3.3 Discuss art objects from various places and times.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Discuss what is seen in works of art.
4.2 Ask questions about works of art.

Make Informed Judgments

4.3 Discuss what they like about their own works of art.
4.4 Select works of art by others and tell what they like about them.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs.

5.2 Name colors and draw an object, using the colors (e.g., *red* balloon, *green* leaf, *brown* dog, *yellow* sun).

Visual Literacy

5.3 Identify images of self, friends, and family (including snapshots and the students' own works of art).

Career and Career-Related Skills

5.4 Discuss how art is used to illustrate stories.

Kindergarten

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Recognize and describe simple patterns found in the environment and works of art.
1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use lines, shapes/forms, and colors to make patterns.
2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
2.3 Make a collage with cut or torn paper shapes/forms.

Communication and Expression Through Original Works of Art

2.4 Paint pictures expressing ideas about family and neighborhood.
2.5 Use lines in drawings and paintings to express feelings.
2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
2.7 Create a three-dimensional form, such as a real or imaginary animal.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.

3.2 Identify and describe works of art that show people doing things together.

Diversity of the Visual Arts

3.3 Look at and discuss works of art from a variety of times and places.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).

4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

Make Informed Judgments

4.3 Discuss how and why they made a specific work of art.

4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Draw geometric shapes/forms (e.g., circles, squares, and triangles) and repeat them in dance/movement sequences.

5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Career and Career-Related Skills

5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the media used.

Grade One

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.

1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use texture in two-dimensional and three-dimensional works of art.

2.2 Mix secondary colors from primary colors and describe the process.

2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.

Communication and Expression Through Original Works of Art

2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.

2.5 Create a representational sculpture based on people, animals, or buildings.

2.6 Draw or paint a still life, using secondary colors.

2.7 Use visual and actual texture in original works of art.

2.8 Create artwork based on observations of actual objects and everyday scenes.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.

3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Diversity of the Visual Arts

3.3 View and then describe art from various cultures.

3.4 Identify art objects (e.g., Japanese screen painting, Mexican tin art, African masks) from various cultures and describe what they have in common and how they differ.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).

4.2 Identify and describe various reasons for making art.

Make Informed Judgments

4.3 Describe how and why they made a selected work of art, focusing on the media and technique.

4.4 Select something they like about their work of art and something they would change.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.

5.2 Compare and contrast objects of folk art from various time periods and cultures.

Visual Literacy

5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape / form, and texture).

Career and Career-Related Skills

5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

Grade Two

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
1.2 Perceive and discuss differences in mood created by warm and cool colors.

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Communication and Expression Through Original Works of Art

2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.
2.4 Create a painting or drawing, using warm or cool colors expressively.
2.5 Use symmetry (bilateral or radial) to create visual balance.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Explain how artists use their work to share experiences or communicate ideas.
3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

Diversity of the Visual Arts

3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.
4.2 Compare different responses to the same work of art.

Make Informed Judgments

4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.
4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).

5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

Visual Literacy

5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).

Career and Career-Related Skills

5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).

Grade Three

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Perceive and describe rhythm and movement in works of art and in the environment.
1.2 Describe how artists use tints and shades in painting.
1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).

Analyze Art Elements and Principles of Design

1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Explore ideas for art in a personal sketchbook.
2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.

Communication and Expression Through Original Works of Art

2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.
2.5 Create an imaginative clay sculpture based on an organic form.
2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.
3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.
3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.

Diversity of the Visual Arts

3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).
3.5 Write about a work of art that reflects a student's own cultural background.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.

Make Informed Judgments

4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.

4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Describe how costumes contribute to the meaning of a dance.

5.2 Write a poem or story inspired by their own works of art.

Visual Literacy

5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.

Career and Career-Related Skills

5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.

Grade Four

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Visual Arts Vocabulary

1.1 Perceive and describe contrast and emphasis in works of art and in the environment.
1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
1.3 Identify pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
1.4 Describe the concept of proportion (in face, figure) as used in works of art.

Analyze Art Elements and Principles of Design

1.5 Describe and analyze the elements of art (color, shape/form, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).
2.2 Use the conventions of facial and figure proportions in a figure study.
2.3 Use additive and subtractive processes in making simple sculptural forms.
2.4 Use fibers or other materials to create a simple weaving.

Communication and Expression Through Original Works of Art

2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.
2.6 Use the interaction between positive and negative space expressively in a work of art.
2.7 Use contrast (light and dark) expressively in an original work of art.
2.8 Use complementary colors in an original composition to show contrast and emphasis.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).

Diversity of the Visual Arts

3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.
4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.
4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.

Make Informed Judgments

4.4 Identify and describe how various cultures define and value art differently.
4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.

5.2 Research twentieth-century artists who have incorporated symmetry as part of their work and then create a work of art, using bilateral or radial symmetry.

Visual Literacy

5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

Career and Career-Related Skills

5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

Grade Five

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Analyze Art Elements and Principles of Design

1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use one-point perspective to create the illusion of space.

2.2 Create gesture and contour observational drawings.

2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Communication and Expression Through Original Works of Art

2.4 Create an expressive abstract composition based on real objects.
2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
2.6 Use perspective in an original work of art to create a real or imaginary scene.
2.7 Communicate values, opinions, or personal insights through an original work of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Describe how local and national art galleries and museums contribute to the conservation of art.
3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Diversity of the Visual Arts

3.3 Identify and compare works of art from various regions of the United States.
3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.
4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

4.3 Develop and use specific criteria as individuals and in groups to assess works of art.
4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Use linear perspective to depict geometric objects in space.

Visual Literacy

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Career and Career-Related Skills

5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

Grade Six

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Visual Arts Knowledge and Vocabulary

1.1 Identify and describe *all* the elements of art found in selected works of art (color, shape/form, line, texture, space, and value).
1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
1.3 Describe how artists can show the same theme by using different media and styles.

Analyze Art Elements and Principles of Design

1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial).

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Use various observational drawing skills to depict a variety of subject matter.
2.2 Apply the rules of two-point perspective in creating a thematic work of art.
2.3 Create a drawing, using varying tints, shades, and intensities.

Communication and Expression Through Original Works of Art

2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
2.6 Use technology to create original works of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).

3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

Diversity of the Visual Arts

3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Construct and describe plausible interpretations of what they perceive in works of art.

4.2 Identify and describe ways in which their culture is being reflected in current works of art.

Make Informed Judgments

4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.

4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Research how art was used in theatrical productions in the past and in the present.

5.2 Research how traditional characters (such as the *trickster*) found in a variety of cultures past and present are represented in illustrations.

5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Visual Literacy

5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

Career and Career-Related Skills

5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

Grade Seven

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.

1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

Analyze Art Elements and Principles of Design

1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).

1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Develop increasing skill in the use of at least three different media.

2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.

2.3 Develop skill in using mixed media while guided by a selected principle of design.

2.4 Develop skill in mixing paints and showing color relationships.

Communication and Expression Through Original Works of Art

2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.

2.6 Create an original work of art, using film, photography, computer graphics, or video.

2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

Diversity of the Visual Arts

3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.

4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

Make Informed Judgments

4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.

4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.

4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.

5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

Visual Literacy

5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

Career and Career-Related Skills

5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

Grade Eight

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Use artistic terms when describing the intent and content of works of art.

Analyze Art Elements and Principles of Design

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).

2.2 Design and create maquettes for three-dimensional sculptures.

Communication and Expression Through Original Works of Art

2.3 Create an original work of art, using film, photography, computer graphics, or video.
2.4 Design and create an expressive figurative sculpture.
2.5 Select a medium to use to communicate a theme in a series of works of art.
2.6 Design and create both additive and subtractive sculptures.
2.7 Design a work of public art appropriate to and reflecting a location.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.
3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

Diversity of the Visual Arts

3.3 Identify major works of art created by women and describe the impact of those works on society at that time.
3.4 Discuss the contributions of various immigrant cultures on the art of a particular society.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.
4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.
4.3 Construct an interpretation of a work of art based on the form and content of the work.

Make Informed Judgments

4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.

4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.

4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.

5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

Visual Literacy

5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, internet) on all aspects of society.

Career and Career-Related Skills

5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

Grades Nine Through Twelve—Proficient

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of the visual arts after the student has attained the level of achievement in visual arts required of all students in grade eight.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination .

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

2.5 Create an expressive composition, focusing on dominance and subordination.
2.6 Create a two- or three-dimensional work of art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Identify similarities and differences in the purposes of art created in selected cultures.
3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Career and Career-Related Skills

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Grades Nine Through Twelve— Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of the visual arts and subsequent to the attainment of the proficient level of achievement.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.
1.3 Analyze their works of art as to personal direction and style.

Analyze Art Elements and Principles of Design

1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.
1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

Impact of Media Choice

1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.3 Assemble and display objects or works of art as part of a public exhibition.

Communicate and Express Through Original Works of Art

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

2.5 Use innovative visual metaphors in creating works of art.

2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Diversity of the Visual Arts

3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.

3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

Make Informed Judgments

4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.

4.5 Construct a rationale for the validity of a specific work of art—artwork that falls outside their own conceptions of art.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Speculate on how advances in technology might change the definition and function of the visual arts.

Visual Literacy

5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

Career and Career-Related Skills

5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

Glossary of Terms Used in the Visual Arts Content Standards

abstract	Artwork in which the subject matter is stated in a brief, simplified manner. Little or no attempt is made to represent images realistically, and objects are often simplified or distorted.
additive	Refers to the process of joining a series of parts together to create a sculpture.
aerial perspective	Aerial or atmospheric perspective achieved by using bluer, lighter, and duller hues for distant objects in a two-dimensional work of art.
aesthetics	A branch of philosophy; the study of art and theories about the nature and components of aesthetic experience.
analogous	Refers to closely related colors; a color scheme that combines several hues next to each other on the color wheel.
arbitrary colors	Colors selected and used without reference to those found in reality.
art criticism	An organized system for looking at the visual arts; a process of appraising what students should know and be able to do.
art elements	See *elements of art*.
assemblage	A three-dimensional composition in which a collection of objects is unified in a sculptural work.
asymmetry	A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.
atmospheric perspective	See *aerial perspective*.
background	The part of the picture plane that seems to be farthest from the viewer.
balance	The way in which the elements in visual arts are arranged to create a feeling of equilibrium in a work of art. The three types of balance are symmetry, asymmetry, and radial.
collage	An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.
color	The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of color are hue, value, and intensity.
color relationships	Also called color *schemes* or *harmonies*. They refer to the relationships of colors on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.

color theory	An element of art. Color has three properties: hue, value, and intensity.
complementary colors	Colors opposite one another on the color wheel. Red / green, blue / orange, and yellow / violet are examples of complementary colors.
composition	The organization of elements in a work of art.
content	Message, idea, or feelings expressed in a work of art.
contour drawings	The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.
contrast	Difference between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art; also, the degree of difference between the lightest and darkest parts of a picture.
cool colors	Colors suggesting coolness: blue, green, and violet.
curvature	The act of curving or bending. One of the characteristics of line.
curvilinear	Formed or enclosed by curved lines.
design	The plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.
distortion	Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.
dominance	The importance of the emphasis of one aspect in relation to all other aspects of a design.
elements of art	Sensory components used to create works of art: line, color, shape / form, texture, value, space.
emphasis	Special stress given to an element to make it stand out.
expressive content	Ideas that express ideas and moods.
figurative	Pertaining to representation of form or figure in art.
foreground	Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. *Middle ground* and *background* are the parts of the picture that appear to be farther and farthest away.
focal point	The place in a work of art on which attention becomes centered because of an element emphasized in some way.
form	A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).
function	The purpose and use of a work of art.
genre	The representation of people, subjects, and scenes from everyday life.
gesture drawing	The drawing of lines quickly and loosely to show movement in a subject.
harmony	The principle of design that combines elements in a work of art to emphasize the similarities of separate but related parts.

hue	Refers to the name of a color (e.g., red, blue, yellow, orange).
installation art	The hanging of ordinary objects on museum walls or the combining of found objects to create something completely new. Later, installation art was extended to include art as a concept.
intensity	Also called *chroma* or *saturation*. It refers to the brightness of a color (a color is full in intensity only when pure and unmixed). Color intensity can be changed by adding black, white, gray, or an opposite color on the color wheel.
line	A point moving in space. Line can vary in width, length, curvature, color, or direction.
linear perspective	A graphic system used by artists to create the illusion of depth and volume on a flat surface. The lines of buildings and other objects in a picture are slanted, making them appear to extend back into space.
line direction	Line direction may be horizontal, vertical, or diagonal.
line quality	The unique character of a drawn line as it changes lightness/darkness, direction, curvature, or width.
maquette	A small preliminary model (as of a sculpture or a building).
mass	The outside size and bulk of a form, such as a building or a sculpture; the visual *weight* of an object.
media	Plural of *medium*, referring to materials used to make art; categories of art (e.g., painting, sculpture, film).
middle ground	Area of a two-dimensional work of art between foreground and background.
mixed media	A work of art for which more than one type of art material is used to create the finished piece.
monochromatic	A color scheme involving the use of only one hue that can vary in value or intensity.
mood	The state of mind or feeling communicated in a work of art, frequently through color.
motif	A unit repeated over and over in a pattern. The repeated motif often creates a sense of rhythm.
movement	The principle of design dealing with the creation of action.
multimedia	Computer programs that involve users in the design and organization of text, graphics, video, and sound in one presentation.
negative	Refers to shapes or spaces that are or represent areas unoccupied by objects.
neutral colors	The colors black, white, gray, and variations of brown. They are included in the color family called *earth colors*.
nonobjective	Having no recognizable object as an image. Also called *nonrepresentational*.
observational drawing skills	Skills learned while observing firsthand the object, figure, or place.

one-point perspective	A way to show three-dimensional objects on a two-dimensional surface. Lines appear to go away from the viewer and meet at a single point on the horizon known as the *vanishing point*.
organic	Refers to shapes or forms having irregular edges or to surfaces or objects resembling things existing in nature.
pattern	Anything repeated in a predictable combination.
performance art	A type of art in which events are planned and enacted before an audience for aesthetic reasons.
perspective	A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.
point of view	The angle from which the viewer sees the objects or scene.
portfolio	A systematic, organized collection of student work.
positive	Shapes or spaces that are or represent solid objects.
primary colors	Refers to the colors red, yellow, and blue. From these all other colors are created.
printmaking	The transferring of an inked image from one surface (from the plate or block) to another (usually paper).
principles of design	The organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity).
properties of color	Characteristics of colors: hue, value, intensity.
proportion	The size relationships of one part to the whole and of one part to another.
rectilinear	Formed or enclosed by straight lines to create a rectangle.
reflection	Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.
rhythm	Intentional, regular repetition of lines of shapes to achieve a specific repetitious effect or pattern.
rubric	A guide for judgment or scoring; a description of expectations.
scale	Relative size, proportion. Used to determine measurements or dimensions within a design or work of art.
sculpture	A three-dimensional work of art either in the round (to be viewed from all sides) or in bas relief (low relief in which figures protrude slightly from the background).
secondary colors	Colors that are mixtures of two primaries. Red and yellow make orange, yellow and blue make green, and blue and red make violet.
shade	Color with black added to it.
shape	A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.

space	The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.
still life	Arrangement or work of art showing a collection of inanimate objects.
structure	The way in which parts are arranged or put together to form a whole.
style	A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.
stylized	Simplified; exaggerated.
subordination	Making an element appear to hold a secondary or lesser importance within a design or work of art.
subtractive	Refers to sculpting method produced by removing or taking away from the original material (the opposite of *additive*).
texture	The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.
theme	An idea based on a particular subject.
three-dimensional	Having height, width, and depth. Also referred to as 3-D.
tint	Color lightened with white added to it.
tone	Color shaded or darkened with gray (black plus white).
two-dimensional	Having height and width but not depth. Also referred to as 2-D.
two-point perspective	A system to show three-dimensional objects on a two-dimensional surface. The illusion of space and volume utilizes two vanishing points on the horizon line.
unity	Total visual effect in a composition achieved by the careful blending of the elements of art and the principles of design.
value	Lightness or darkness of a hue or neutral color. A *value scale* shows the range of values from black to white.
value scale	Scale showing the range of values from black to white and light to dark.
vanishing point	In perspective drawing, a point at which receding lines seem to converge.
variety	A principle of art concerned with combining one or more elements of art in different ways to create interest.
virtual	Refers to an image produced by the imagination and not existing in reality.
visual literacy	Includes thinking and *communication*. Visual thinking is the ability to transform thoughts and information into images; visual communication takes place when people are able to construct meaning from the visual image.
visual metaphor	Images in which characteristics of objects are likened to one another and represented *as* that other. They are closely related to concepts about symbolism.

volume	The space within a form (e.g., in architecture, volume refers to the space within a building).
warm colors	Colors suggesting warmth: red, yellow, and orange.
watercolor	Transparent pigment mixed with water. Paintings done with this medium are known as *watercolors*.

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